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ABSTRACT

Diverse procedures need to be used to appraise pupil progress in reading achievement, because it takes different approaches to appraise in a comprehensive manner what pupils have learned in reading. There is much to evaluate, including knowledge acquired, skills developed, and attitudes fostered. Approaches which might be used include: (1) students keeping diary, log, or journal entries which combine reading and writing; (2) anecdotal teacher records; (3) rating scales; (4) checklists; (5) setting high standards; (6) standardized tests; (7) observation of achievement in reading; (8) teacher self-evaluation; and (9) pupil portfolios. (EF)

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Appraising Progress in Middle School Reading Instruction.

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CS 013 965

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APPRAISING PROGRESS IN MIDDLE SCHOOL READING INSTRUCTION

Diverse procedures need to be used to appraise pupil progress in reading achievement. Why? No one approach is an absolute or possesses perfection. It takes different approaches to appraise in a comprehensive manner what pupils have learned in reading. There is much to evaluate including knowledge acquired, skills developed, and attitudes achieved. Let us take a look at diverse approaches in appraising pupil progress in reading. I have supervised student teachers and cooperating teachers covering a thirty year period of time. I will largely discuss what these teachers used as procedures to evaluate learner progress in reading.

Keeping Diary Entries

Both student teachers and cooperating teachers tended to stress using diary entries written by pupils to appraise learner achievement in reading. Each diary entry indicated what a pupil or a committee in collaborative learning had achieved for one day in reading. The date of entry was written followed by specific progress made. Thus pupil A wrote the following diary entry:

October 1, I read a part of Millions of Cats by Wanda Gag. I noticed the library book had a 1928 copyright date. This was the same year my grandfather was born. I could hardly stop reading the book because it was so interesting. I like some repetition in books read and this library book had a very interesting refrain. Our teacher promised to read a part of this book to us in class; pupils might then join in together on the refrain. I will finish reading Millions of Cats tonight when reading for fun.

Diary entries can be completed by pupils individually or in cooperative learning. Here, pupils have a chance to choose their very own library books to read; this shows learner ownership of what is read. Empowerment of pupils is involved. Pupils may also choose what they

wish to write. In the above diary entry, the pupil wrote about his/her feelings pertaining to the book read as well as making comparisons between the copyright date of the library book and the year of birth of his/her grandfather. I would have written more about the ideas contained in the library book, including sequential content. But, this is a personal matter when writing diary entries. Authentic evaluation advocates that pupils individually or in groups sequence their very own experiences. Procedures used are not external to the learning situation, but rather are contextual in that appraisal occurs in a specific learning situation such as a pupil writing a diary entry pertaining to the actual reading of content.

The writing of diary entries should be used along with other approaches to appraise pupil progress in reading. No procedure used should become routine and boring. Appraisal procedures used should stimulate learners to further interests in reading an increased number of library books. Goals in reading achievement need to emphasize lifelong learning!

Log Entries to Appraise Progress in Reading

Further practice in relating reading and writing might well occur when log entries are written by pupils individually or in collaborative situations. Logs combine diary entries to stress writing of main ides or generalizations covering what was read over a period of time such as a week or a month. Reflection on the pupils's part may then occur since review as well as critical and creative thought are necessary covering an interval of time in order that an appropriate summary results. Learners should have ample opportunities for reflection and rehearsal covering subject matter read.

Pupils need to be encouraged to use the word processor in writing diary and log entries. At other times , long hand may be used to write what transpired in the act of reading. I believe both approaches should be used. Pupils need to become proficient in the use of technology as well as in using more traditional procedures to record what was

comprehended in reading. Use of technology represents the future in the work place for the present day learner. Writing in longhand will always be important since access to computers may not always be possible and yet messages and content need to be recorded. Also, longhand is a convenient way of communicating for most people.

Pupils need to perceive that content is related. In recording what has been read, pupils may have numerous opportunities to integrate the areas of literature and English, social studies, science, and mathematics, among other curriculum areas. Too frequently, learners have perceived the importance of isolated facts that are needed to do well on a test, be it teacher written, norm or criterion referenced. Generally what is read and experienced happens in a contextual situation. These contextual situations provide content in writing diary and log entries. Pupils then are actively engaged in learning, rather than being passive recipients of knowledge and skills. The pupil then becomes the actor in obtaining knowledge and in developing skills.

Journal Writing in Reading

As was true in writing diary and log entries, journal writing also stresses correlating reading of content with the encoding process. This is an openended approach in having pupils record what they deem important in reading, be it from informal or formal procedures. The learner here chooses what to write and sequences his/her own writing. Ownership of writing belongs to the pupil. The self concept of the learner needs to be developed so that confidence in writing is an end result. With an adequate self concept, the pupil will put more of creativity and creative ideas in the written product. Hopefully, enjoyment of writing will be there to enhance the affective dimension of pupil learning and achievement. Journal writing is generally personal to the writer but may be shared with others. I have seem enthusiastic sharing by pupils of their written content. Cooperative learning emphasizes pupils learning from each other. Practice in oral reading is a desirable feature when pupils share content from writing. Respect for

the thinking of others is needed if learners volunteer to engage in the sharing process. A philosophy of constructivism is in evidence here in

the evaluation process since learner products from journal writing are contextual.

Anecdotal Records and Reading

The teacher needs to record, at intervals, individual pupil progress in reading. Many of my student teachers and cooperating teachers believed that anecdotal records were necessary to write so that the teacher did not forget specifics pertaining to a child's progress. The written statements here reminded the teacher what needs further emphasis in reading for the individual learner. It takes a short time for the teacher to write down what a specific learner needs in order to achieve more optimally. The date of teacher writing should appear for each recorded anecdotal statement. The following is an example of a pupil's needs:

November 10. Sara has difficulties reading words that have a silent letter "e" ending. She pronounces words such as the following as having a short vowel sound, not noticing the silent "e" ending letter: bake, cake, and make. Sara seemingly does not recognize patterns for many words that follow the consonant, vowel, consonant, and silent "e" ending.

It is difficult for the teacher to remember what each pupil needs assistance in to do a better job of reading. Learners individually do show patterns of behavior when they read orally and silently. The revealed behaviors, from anecdotal statements, might well provide guidance to the teacher for sequential objectives to stress in reading instruction.

Rating Scales in the Teaching of Reading

Teacher designed rating scales may be used to assess pupil

progress in reading. These rating scales should be used at selected intervals. I will show a rating scale developed cooperatively by a

student teacher and a cooperating teacher whom I supervised in the public schools:

Name of pupil I Date of observation I Rating given on a five point scale

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1. The pupil is able to tell in his/her own words the meaning of content read.
2. The pupil can differentiate between factual versus fictional content in reading.
3. The pupil can pronounce all consonants correctly in their initial position. Indicate which consonants a pupil has difficulty with.
4. The pupil listens carefully when others read orally.
5. The pupil assists others in pronouncing unknown words at suitable times.

The results of each rating scale may be filed and kept to make comparisons with later developed rating scales for a pupil. They should be shared with the learner to provide feedback in improving reading behavior.

In discussing strategies for teaching disabled pupils in reading, Fairchild wrote:

Much research has focused on cognitive strategy instruction to improve academic performance in disabled students. Palincsar (1986), in commenting about her work with Ann Brown, points out that the reciprocal teaching teaching procedure has been found to be an effective method of teaching the reading strategies of summarizing, self questioning, clarifying, and predicting. Reciprocal teaching is a dialogue between the teacher and the students that begins as teacher directed and leads to the transfer of responsibility for the dialogue to the students. Reciprocal teaching allows the teacher to review strategies

with students and discuss why strategies are important. Palincsar claims that this informed, self controlled strategy instruction is of particular value to learning disabled students. When students know why a strategy is important and how it can help them, they are more likely to employ the strategy. Perhaps, the reason reciprocal teaching appears to improve comprehension is because the teacher provides explicit instruction on strategies and then gradually relinquishes control of the strategies to the students.

Student teachers and cooperating teachers whom I have supervised in the public schools have used the above named model to rate pupils in reading pertaining to each of the areas of summarizing, self questioning, clarifying, predicting, and reciprocal dialogue. These teachers used this model for all pupils in the classroom in rating reading achievement. If behaviors are listed and rated for pupil evaluation in reading achievement, teachers indicate that they focus more on highly specific areas of reading achievement that need improvement than would otherwise be the case.

Using Checklists to Appraise Progress in Reading

Checklists are very similar to the use of rating scales in evaluating pupil achievement in reading. Instead of giving a rating for each listed behavior on a five point scale, the teacher checks from a list of behaviors if a pupil needs more help in that area. I am again leaning upon what several student teachers and cooperating teachers stated worked well for them in terms of a specifically designed checklist:

Name of pupil I Date of observationI Weak behavior checked

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1. The pupil is able to predict what will come next in content read.
2. The pupil uses context clues to identify unknown words.
3. The pupil applies what has been read to a new situation.
4. The pupil analyzes what has been read into component parts.
5. The pupil interprets in a creative manner content read.
5. The pupil is able to say in his/her own words that which has

been read.

The teacher may forget the specific kinds of errors pupils make in reading unless a record is kept such as using the checklist. By comparing earlier with later checklists, the teacher may know what assistance specifically a learner needs. Items in the checklist may be checked in context as the pupil pursues discussions and related activities. The teacher might also have the learner check which errors are made in reading. Results from the checklist may be used as a basis for discussion in a parent/teacher conference.

A teaching team may make comparisons of completed checklists to notice agreement in terms of items checked. A common frame of reference may be developed here and reliability of scorers noticed. Interrater reliability is important in that scores need to have basic agreements as to what assistance to provide a pupil. The teaching team should always discuss among themselves what kind of help any one pupil needs in order that improved reading is an end result.

Pertaining to checklist use, Ediger (1991) wrote the following:

Many teachers have successfully used checklists to evaluate pupil achievement. The teacher must determine which behaviors to write on the checklist. The teacher may forget what learners have achieved unless records are kept. Thus, different approaches in evaluating should be used. In recording results of the evaluation, it becomes important to notice patterns of learner achievement and behavior when comparisons are made from one evaluation to the next.

In the checklist, the teacher needs to carefully evaluate if learners are realizing the desired goals which are stated in writing. Objective observation by the teacher is necessary to evaluate pupil achievement in terms of the standards written on the checklist....

The teacher might make comparisons of checklist results from earlier to later observations. Feelings of teachers change when using the checklist at different intervals to assess pupil achievement. Being aware of the fact that feelings change when evaluating pupils at different intervals to assess ... achievement will assist the teacher in realizing that the checklist has its weaknesses as an evaluation instrument. This device should be used along with others to evaluate learner progress.

Setting High Standards and Appraisal

Many articles and speeches are made in reading instruction pertaining to setting high standards and having high expectations for pupil achievement. I believe we need to watch that these external standards are set at a reasonable level. Standards usually are set on the state levels and might be too easy or too difficult to achieve for the learners we are teaching. Standards written on the state level of instruction need to be written and implemented so that successful pupils are an end result in reading. Frustrating pupils with unrealistic instruction can make for dislike of reading and failure on the part of pupils. Generally the state standards are given in terms of objectives stressed precisely and in measurable terms. The reading teacher then chooses the learning activities so that pupils may achieve these objectives. Individual differences need to be provided for so that all levels of achievement in reading may experience feelings of success.

Carefully chosen objectives for reading instruction should harmonize with the following standards:

1. they need to be relevant in terms of what pupils need to know and do in reading in order to become functional readers.
2. they should reflect balance among knowledge, skills, and attitudinal goals.
3. they indicate balance among skills to identify words, to engage in higher levels of cognition such as creative and critical thinking as well as problem solving, and to read for enjoyment and appreciation.
4. they need to provide situations whereby diagnosis and remediation are possible.
5. they stress knowledge acquisition such as pupils securing facts, concepts, generalizations, and main ideas in reading.
6. they emphasize pupils applying what has been read.
7. they increase pupil interest in reading.
8. they provide a basis for determining how well pupils are achieving in reading.
9. they need to be aligned properly with the appraisal procedures

so that validity is involved in measurement.

10. they need to be clearly stated so that teachers and pupils know what to achieve in each stated end of instruction.

The range of pupil achievement on a criterion referenced test may be low due to the purpose of this test. The purpose is not to spread pupils out from high to low in a given classroom, but rather to see how many pupils achieved the criterion or objectives that align with the test. The ideal is to have all pupils in a classroom achieve the stated objectives. Rarely, of course, does this happen if at all. But, the range should be much lower for pupils in a classroom when comparing results from a criterion referenced as compared to a norm referenced test.

Using Standardized Tests

Standardized tests, also called norm referenced tests, generally do not have stated objectives that relate to the evaluation/measurement items on the test. Thus the objectives and appraisal parts are not aligned since there basically are no stated objectives that go along with a norm referenced test. Norm referenced test results from pupils in reading tend to spread pupils out on a continuum from high to low. The range can be quite high, after administering a norm referenced, from the highest reading score to the lowest from pupils in a classroom. For example, the highest pupil may have a percentile rank of 90. This means that for every 100 pupils taking the norm referenced test, ten are above and 90 below the 90 th percentile ranking of the pupil who completed taking the test.

Other ways of stating how well a pupil did on the norm referenced test is to say, for example, that he/she was one standard deviation above the mean, meaning the 84 th percentile approximately. The mean here is the 50 th percentile plus one standard deviation is 34 per cent of the cases above the mean, e.g. 50 +34= 84. One needs to look at the manual of the standardized test to notice where a pupil's test score would fit in as far as percentiles and standard deviations are concerned.

The norms in the manual of the standardized test is based upon what a random sampling of pupils achieved from pilot studies when taking the norm referenced test.

The manual section also will give data on the validity and reliability of the norm referenced test used. Validity emphasizes the relationship between the objectives and appraisal procedures of the norm referenced test. Since there are no predetermined objectives for the norm referenced test, correlations statistically need to be run between pupils results from the norm referenced test being used and another reputable norm referenced, standardized achievement test. These results come from a representative sampling of pupils in a pilot study.

Reliability figures are easier to determine as compared to validity data. Reliability figures may be provided in terms of test/ retest, alternative forms, and split half reliability.

Norm referenced tests to ascertain pupil achievement in reading have their merits with the following:

1. they provide one approach in determining where a pupil is in achievement in reading.

2. they may possess high validity and reliability to strengthen confidence in the test being taken by pupils.

3. they provide information to parents from the results of an offspring on how well he/she is doing in reading.

4. they provide numerical results to pupils as well as parents on achievement in reading.

5. they give parents data on pupil achievement that is easy to understand with precise numbers provided.

It seems as if many formerly held ideas are coming under close scrutiny. Tests and test results are no exception. Thus the following weaknesses are given pertaining to the use of norm referenced tests:

1. there are no objectives available to teachers to indicate what should be taught so that pupils will achieve well on the norm referenced test.

2. there is little evidence to show that what is printed on a norm referenced test is important and relevant.

3. there are weaknesses in test results when a pupil needs to show progress in a one shot chance when the test is administered. There are pupils who do well on a daily basis in class work, but do not achieve as well on a test.

4. there are no opportunities for pupils to reveal contextual learning. Thus, the test writers and developers were external to the actual teaching and learning situations faced by pupils.

5. there are too many vital areas that norm referenced tests do not evaluate such as the ability to communicate orally or to write in lifelike functional situations. Interests, motivation, character, and morality are further areas that standardized tests do not measure pupil achievement in.

There are educators who admit the numerous weaknesses of standardized testing; however they state that nothing is perfect and we need to continue to use these tests and improve upon what is there. Perhaps, the issue could be resolved by using other evaluative results in addition to the use of norm referenced tests. Each school and school system needs to be aware of situations in which excessive testing is being done. Certainly, much valuable teaching time is taken up with the use of tests. Teacher observation in contextual situations might take care of some of these weaknesses. Norm referenced tests could be improved upon by integrating the following:

1. higher levels of cognition such as critical and creative thinking as well as problem solving should be in evidence when appraising pupil achievement in relevant reading skills.

2. content to be read on these norm referenced tests should be more lifelike and reality based.

3. subject matter should come from diverse academic disciplines, including literature, science, social studies, and mathematics. Too frequently only one academic disciple provides content to measure pupil

progress in reading on a norm referenced test.

4. clarity of responses in multiple choice items needs to be in evidence. Vague, ambiguous responses need to be modified or omitted.

5. time limits in test taking need to be looked at. How effective are the time limits that test givers are to adhere to in administering each standardized test?

Teacher Observation of Pupil Achievement in Reading

Well trained and educated teachers can do a good job of evaluating pupil achievement in reading. These teachers need to have quality criteria to appraise learner progress. Checklists and rating scales discussed above are based on teacher observation. However, there are so many observations made in a given school day that are unrecorded. There is not enough time during any school day to make all the recordings necessary of behaviors exhibited by pupils. Thus a teacher observes learners in reading and makes hypotheses as to what should come next sequentially in ongoing activities for each pupil. When discussing with a student teacher and a cooperating teacher about a pupil's reading achievement, the former mentioned that she had observed the following during my observational visit:

1. one pupil, identified by his seating position in the classroom, mispronounced the following words --- "swift," "soaring," and "sight." these words started with the "s" sound. Two ended with the "t" sound. One had two vowel letters together "oa" but a long "o" sound was not in the offing. Thus these two letters in sequence violated the rule of "when two vowels are together, the first one does the talking." The student teacher made good observations which might well be of value in assisting the individual pupil in reading.

2. a second pupil had attempted to pronounce silent letters in the following two words --- "debt," and "unknown" Here again, the student teacher has clues to use in guiding more optimal achievement in pupil reading.

The above two pupils were assisted to overcome deficiencies in

reading. Both student teacher and cooperating teacher stated that neither had the time to do all the recording of pupil behavior in reading. so, careful teacher observation and a good memory can help much in remembering specific help that a pupil needs in reading. Improved performance in reading should be an end result. Thus teachers may observe pupil interests in reading, errors learners make in reading orally, effort put forth by learners in attempts to master a basic sight vocabulary, and overall pupil achievement in reading. Teacher observation is contextual and a philosophy of constructivism is in evidence here. What is observed provides information to the reading teacher as to how to improve instruction and more optimal pupil achievement. What can teachers observe which encourages pupils to read? Donelson and Gunkel (1995), from their studies in reading indicate the following appeals to pupils:

> ... Characters, well developed, realistic and believable are most important. Meaningful relationships developed throughout the book also appeal. An entertaining plot with action, humor and unusual twists engross young readers. These children also like satisfying endings with definite conclusions rather than endings that are vague and indefinite. They like series books and have favorite authors. These ingredients encourage them to read for pleasure and perhaps will enable them to develop life-long reading habits, a goal sought by teachers everywhere.

The teacher should certainly observe pupil behavior during free time devoted to reading and determine what is of interest to learners in terms of subject matter and levels of proficiency in materials, in increasing ability to read.

Teacher Self Evaluation

A conscientious teacher is needed to assist each pupil in reading achievement to avoid having learners fall through the cracks. The reading teacher then should develop and use criteria to appraise the self. These criteria reflect what is worthy and good in the area of reading instruction. A motivated teacher will continually use quality criteria when teaching reading and appraising the results. Ongoing self appraisal is

necessary so that good decisions are made in guiding pupil progress in reading. Which guidelines might be helpful to classroom teachers of reading? I have had numerous conferences with student teachers and cooperating teachers whereby they gave criteria for self appraisal. The following tended to receive the most attention by student teachers and cooperating teachers whom I supervised:

1. Do I provide help in reading to each pupil as it is needed?
2. Am I aware of the latest research results in the teaching of reading?
3. Did I reflect upon assistance given to pupils in guiding reading growth?
4. Am I willing to spend adequate time in reading journal articles and teacher education textbooks on the teaching of reading?
5. Do I adequately diagnose and remedy deficiencies in pupil reading?
6. Are pupils engaged in reading critically and creatively, as well as to solve problems?
7. Am I successful in getting pupils to the point of enjoying reading activities?
8. Do I guide pupils to apply what has been learned in reading?
9. Are pupils learning words attack skills appropriately in order to become independent readers?
10. Am I stressing balance among skills to be acquired and content to be read in the reading curriculum?

I sincerely hope that reading teachers receive assistance from using these guidelines to improve instruction. Pertaining to a forward looking reading program, Tiedt (1983) wrote the following criteria:

1. Begins where the student is and permits progress at individual rates of speed
2. Guarantees success from the initial responses
3. Stresses development of oral language skills and continues to be closely coordinated with the English program to avoid repetition, as in a well planned phonological sequence
4. Teaches reading skills using reading material of interest to the

child.

5. Does not belabor the teaching of skills but moves quickly into a program of wide reading of literature with instruction of literary concepts

6. uses multimedia to to present information and and motivate reading

7. Extends abilities to think-- analysis, comparison, criticism, comprehension

8. Experiments with varied approaches to meet individual needs, incorporating the best of of each approach to reading

9. Stimulates real interest in reading for pleasure and information; develops habits which will extend into adulthood

10. Develops research techniques and familiarity with library tools.

Pupil Portfolios to Show Achievement

A rather recent innovation to show pupil achievement is the portfolio concept. I have observed student and cooperating teachers whom I supervised develop pupil portfolios. These teachers, after reading literature on evaluating pupil achievement and reflecting upon these readings, came up with criteria such as the following for developing pupil portfolios:

1. pupils should be guided, not dictated to, in portfolio development. The teacher is a helper and one who encourages learners in portfolio development.

2. relevant items should become a part of the portfolio.

3. learner products should be inherent in portfolio materials.

4. contextual products and processes should become a viable section of the portfolio.

5. specific items for a portfolio may include written and art products, cassette tapes of oral reading and reports given, video tapes covering individual and committee endeavors, snapshots of projects completed, journal and diary entries written by the learner, awards and certificates received, test scores from criterion and norm referenced tests, and informal self evaluations, among other items.

6. there should be balance among subject matter acquired and skills obtained by pupils in portfolio development.

7. pupils need to be actively engaged in developing their very own

portfolios.

8. parental involvement in portfolio development is to be encouraged.

9. peers of the pupil may assist in portfolio development.

10. a portfolio should not be too cumbersome in having many entries nor to limiting so that a total picture of a pupil's achievement cannot be obtained.

In Closing

There are many pros and cons pertaining to how pupils should be evaluated in reading achievement. Traditionally, parents have received information on their child's achievement through the issuance of report cards by the school. Report card content fails to give an adequate picture of a pupil's achievement in reading. For example, a single grade for reading achievement may say very little about how well the learner is doing in this curriculum area. Cizek (1996) wrote the following:

Grades in whatever form are primitive tools for doing the job they are asked to accomplish. As communication devices, they are more like two tin cans and a length of string than a cellular phone. It is an interesting contrast. As bubble sheets whiz through a scanner in a district testing office, a teacher mulls a pile of papers with stickers and happy faces on them, concluding that the student's work merits an A for the marking period.

In a recent study, teachers from midwestern schools were asked about their assessment and grading practices, The findings revealed great differences in what teachers do. For example, teachers were asked to indicate what factors they consider when assigning marks to assignments and tests. A clear majority (83 percent) indicated they considered the per cent or number correct on the assignment; from one-third to one-half the teachers, however, also said they considered the difficulty of the assignment, how the class performed overall, the individual student's ability levels, and the effort a student puts into the work.

It appears that everything is considered when assigning a mark. There are probably two reasons for this. First, educators want to consider all relevant aspects of a student's classroom experience when assigning a mark. At the same time, there is apparently no clear consensus about which factors are relevant to assigning a grade.

What about final grades? To this question, teachers responded that that they combined the marks they had assigned to individual assignments and tests -- that uncertain mix described above-- with three other kinds of information.

* Formal achievement related measures (attendance, class participation)
* Informal achievement related measures (answers in class, one-on-one discussions)
* Other informal information (impressions of effort, conduct, teamwork, leadership, and so on)

Unfortunately, the mix of factors is difficult to disentangle. In an attempt to clear things up, teachers were asked to explain how they combine these diverse factors into a single mark. The interviews lead to other revealing perspectives on classroom assessment practice.

In context, the pupil needs to be appraised how well he/she is doing in reading. There needs to be adequate feedback to the learner on the extent of pupil achievement in reading. The pupil and the teacher need to appraise the former in diverse facets of achievement in reading with the intent of guiding more optimal progress. A variety of procedures of appraisal need to be used with the objective being to guide each pupil to do as well as possible in reading. One procedure of appraisal is a check against the results of a different procedure. The best results possible pertaining to a pupil's achievement in reading need to be obtained. Only then might better sequence in reading for each pupil be an end result. In comparing two philosophies of appraisal, Ediger (1996) wrote the following:

Behaviorists believe that formative and summative evaluation of learner achievement can be precise and measurable. Feedback from evaluation results need to be utilized to improve the curriculum. Thus, improved specific objectives, learning activities, and appraisal procedures selected by teachers might be a relevant end result.

Humanists involve pupil input in choosing ends, means, and evaluation techniques to ascertain learner progress. Pupils with teacher guidance then are involved in determining the curriculum. Since pupils with teacher assistance make curricular decisions, openended general objectives are advocated. Formative and summative evaluation concepts applied to humanism, as a psychology of learning, would emphasize that in general, not in measurable terms, learners can reveal evidence of increased interests and purposes in ongoing learning

activities. Self-realization is a major objective to be emphasized in a curriculum, emphasizing humanistic tenets.

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